

Good Afternoon

I am pleased to be able to write this newsletter to you in my role as Head of Year 7 (2020 cohort). My name is Mr Stockwell and I teach Citizenship here at CHSG. I have led the current Year 11 for the last two years before now rotating back to the lower school.

I am so pleased to be leading this year group through into Year 8 and beyond. I have heard (and seen) great things about them as a cohort; particularly their focus in lesson, willingness to try, perseverance and of course exceptional behaviour. I look forward to partnering with you as we move forward to achieve the best outcomes for your daughter.

I am joined by Mrs Warren, our Pastoral lead and in the short term, Miss Ishola (Assistant Head of Year 11).

As always please don't hesitate to get in touch with any questions, or concerns. In the first instance these should be passed to your daughter's Form Tutor.

-Mr Stockwell and the Year 7 Team



Most Golden Tickets...

w/b 24th May

Niksha	7PK1	3GT
Naomi	7RD1	3GT
Anabella	7HL1	3GT
Molly	7PK1	3GT
Larena	7RW2	3GT
Kayleigh-Ann	7RD3	3GT
Eloise	7RD2	3GT



Exams and Careers

The girls' conduct, focus and effort during their exams week was outstanding. They followed instructions well and showed real commitment to the task before them; no mean feat for a seasoned examinee but even moreso for our Year 7 students especially after such a disrupted year. We look forward next week to our Careers Morning on Tuesday where students will be provided with the knowledge of a variety of job roles and give them the tools to be able to research these further



This Week in History: 15th June 1215 - King John puts his seal on Magna Carta.

Following a revolt by the English nobility against his rule, King John puts his royal seal on Magna Carta, or "the Great Charter." The document, essentially a peace treaty between John and his barons, guaranteed that the king would respect feudal rights and privileges, uphold the freedom of the church, and maintain the nation's laws. Although more a reactionary than a progressive document in its day, Magna Carta was seen as a cornerstone in the development of democratic England by later generations.

Student Leadership Team

The current Year 12 have been involved in the Head Student Leaders application process during the last few weeks. The field was really strong and Miss Bevan, Mrs Norman and Mr Devenney were all really impressed with the standard of applications. The interviews took place on Tuesday 8th June, below is the outcome.

Head Student Leaders

Lexi M
Neesbah A

Deputy Student Leaders

Sara D
Amy H
Aliyah K
Daniella K
Ada M

Student Council

Suzanna W
Soha U

The new team were introduced to Year 7 at the Year 13 Leavers Ceremony on Friday 11th June when they took over from the current team. A big thank you to Anzelika and Shardae, the current Student Leaders, for their hard work over the last year. The current Year 10s will be invited to apply for Head Girl and Deputy this term.

Global Citizens

In September we will be forming a Global Citizens group (combining the Green Prefects and Global Citizenship groups) and following the Sustainable Development Goals. This would give us more scope to raise awareness in all areas including period poverty & girls education.

<https://www.globalcitizen.org/en/>

Our Deputy Student Leader, Ada M will lead on this and work with Mrs Stangroom.

As a school, we would also like the return of the Big Battery Hunt for Year 7 in Spring.

July is 'Plastic Free July' (more information to follow), and 20th September marks the beginning of Recycling Week during which we will introduce the blue recycling bins properly so everyone knows what we can recycle in school

We will have 2 Global Citizen leaders from Years 8-13 from September. If your daughter would like to be considered for this role, more details will be shared at the next student council meeting on Tuesday 22nd June.

Mrs Norman
Assistant Headteacher / Head of 6th Form

How parents and carers can support children's mental health and wellbeing

In a guest blog, Place2Be Trustee Professor Stephen Scott CBE writes about the role parents and carers can play in supporting their children's mental health. Stephen is Professor of Child Health and Behaviour at King's College London's Institute of Psychiatry, Psychology and Neuroscience.

For better or worse, the way we are brought up makes a profound difference to who we are and how we get on in life. Think back to your own childhood and the influence your parents had. This might be good, with happy recollections of warmth, your mother or father (or both!) engaging with you in fun activities, being there for you when you were upset, so you could talk through important issues in your life, and teaching you through example good values such as kindness and respect for other people, working hard and seeing tasks through to the end, and coping with setbacks by cheerfully bouncing back.

Moving forward, how should we be confident about the right way to bring up our children and support them? Times change, and what might have been good enough in our own upbringing may not meet our children's needs now. Maybe you're lucky enough to instinctively know how to do it, but actually, there is quite a good deal of skill to this. Unlike washing machines and wireless headphones, children do not come with a manual!

The good news is there are thousands of research studies with real-life parents and children showing what parenting styles maximise the chances of good outcomes, and hundreds of trials of parenting classes showing what works. The take-home message is that children and young people need **love** and **limits**.

By **love** I mean getting properly involved with your children for 20 or 30 minutes a day. It doesn't have to be longer, we are all busy. But if you can spend this special time, it will be a good investment. Responding sensitively to your child's signals with concern and interest will help them learn that you are there for them. Try to make lots of encouraging comments and praise their efforts, and you will see them continue persisting in what they're doing and playing in a more imaginative way. These skills can be deployed in many everyday situations, turning chores like cooking and washing-up into enjoyable, bonding activities. My own research shows that parents who do this, have children who are more securely attached to them, and more confident in new situations with other people and at school.

By **limits** I mean setting calm, clear boundaries. It is so easy when you are tired and busy to give in now and again, allowing your child to stay up late or have an extra biscuit. And if they start whingeing when you don't, but you eventually let them have their way, you are inadvertently teaching them that if they complain, they get what they want! Result: they will try complaining very loudly next time, since they have learned that it works! Keeping the tone calm really makes a difference to children. For example you can turn away from minor irritating behaviour and ignore them, they won't like this, but as soon as they are behaving half reasonably, turn back and make a positive comment. It is surprisingly effective. But if they are being more difficult, giving them a consequence, such as less screen time, or no bedtime story, or withdrawal of something else they want. Rather than shouting at them for more major annoying behaviour and rule-breaking, such as them having a major tantrum, create a quiet place to take them to (so-called "time out" or "time to calm down").

During lockdown with many children having to stay at home, of course it was harder all-round to stay calm, for both adults and children who were cooped up inside and not seeing friends. Now we have slightly more freedom try keeping clear routines, and both adults and children should try to engage in one each of **PACE** activities per day:

- **Physical** - going outside, or even doing a Joe Wicks type video exercise at home together promotes well-being, releases endorphins and reduces cortisol and other stress hormones.
- **Achieve** - doing something that leads to sense of achievement, be it for the child completing homework, or for the parent tidying a room. It is important to name the activity before and congratulate each other on getting it done.
- **Connect** - planning and then chatting to somebody important, even if it is online. Yes it is not the same as being face-to-face but it does make everybody feel better.
- **Enjoyment** - do something that you really like, and it doesn't have to be virtuous, it could be eating a slice of your favourite cake! Again, celebrating that you have done it is important.

All of these activities will take effort. Sometimes we may fail, so we shouldn't be too harsh on ourselves! The good news is if we can implement the strategies described above, it will help our children's general well-being and also reduce their risks for developing more serious mental health difficulties, such as feeling depressed or developing persistent behaviour problems. Onwards and upwards!

Beyond the Gates

The following information is passed to us by external agencies, and we pass it onto you should it be relevant, either now or in the future, for your family.

**FREE, SAFE AND
ANONYMOUS
SUPPORT FOR YOUR
MENTAL WELLBEING.**

kooth

Sign up for free at **Kooth.com**

Supporting Parents Helpfinder

This site asks parents questions about their child's wellbeing and guides them to suitable help tips and support <https://youngminds.org.uk/supporting-parents-helpfinder/>

Carshalton High School for Girls is joining thousands of other schools across the UK to celebrate Diversity week 21st- 25th June.

Teaching students to respect diversity is key in helping them gain a knowledge and understanding that can help them to improve relationships and helps to tackle prejudice. This understanding of our diverse community can help them make positive decisions when acknowledging and celebrating their own identities.



The Charity, Just Like us, encourages schools to celebrate the diversity within the school and the local community. During this week in school all students will spend time in their tutor groups exploring and celebrating a range of areas of diversity including looking at different cultures and communities. Heads of Year have worked with our Events Co-Ordinator to prepare a range of activities and conversation starters to highlight the themes. There is also an art competition underway and the LRC has a feature area and recommending reading. Keep an eye on the schools social media outlets for details and photos of the week.